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ABSTRACT

Suggesting that children attempt to represent the phonological forms of words when they spell, this book presents a detailed examination of the spellings produced by a group of 46 American first graders. Chapter 1 of the book introduces the study and relates it to previous research on children's spelling. Chapter 2 examines the children's spellings at the level of whole words, and reports a study of adults' ability to decipher first graders' spelling. Chapter 3 focuses on phonemes, chapter 4 focuses on vowels, and chapter 5 examines consonants. Chapter 6 adopts an orthographic perspective to the study of children's ability to spell. Chapters 7 and 8 focus on vowel omissions and consonant omissions respectively. Chapter 9 discusses reversals, and chapter 10 examines the children's spellings of inflected words and derived words. Chapter 11 discusses the implications of the results for education, psycholinguistics, and psychology. Contains 190 references. Two appendixes present some of the basic data of the study. A 112-item glossary is attached. (RS)

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